

KYAE Common Core Standards PD FY2011-2012

## Unpacking Chart for Writing Standards (Kindergarten)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
WK.1 Use a combination of dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i> ).	Use   Tell   State	Combination of dictating and writing   Topic or name of the book   Opinion or preference	Opinion piece	Evaluate	Ask students to complete a writing assignment: What is your favorite ____? (Insert a topic based on the interest of the student. Possible topics: television show, sport, game to play with your family, book)  Also ask students to answer in writing: Why is this your favorite?  (Students may use a combination of dictating and writing.)
WK.2 Use a combination of dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the	Use   Name	(Combination of) Dictating and Writing   What writing about	(To compose) Informative/Explanatory Texts	Application	Ask students to write a paragraph about their favorite TV show (book, movie, sports team, etc.). In the first sentence they have to tell what they are writing about, i.e., <i>My favorite TV show is ....</i>

topic.	Supply	Information	Topic		<p>In the next two or three sentences, students must give some information about their topic, such as <i>This show has a new episode each week. It is about how investigators solve crimes. The good guys always catch the criminals.</i></p> <p>A combination of dictating and writing can be used.</p>
WK.3 Use a combination of dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<p>Use</p> <p>Tell</p> <p>Provide</p>	<p>(Combination of) Dictating and Writing</p> <p>Events (in order)</p> <p>Reaction</p>	(To narrate) Single Event or Several Loosely Linked Events	Application	<p>Read a one page story to the class, asking that students pay careful attention to the sequence, or order, of events in the story. Then, ask students to tell about the events in the order in which they occurred. Record event sequence on chart paper, white board, etc., revising or amending until class agrees on final sequence. Ask each student using a combination of dictating and writing to state how he/she feels about what happened in the story.</p>

WK.4 (Begins in Grade 3)					
WK.5 With guidance and support from instructor, respond to questions and suggestions from peers and add details to strengthen writing as needed.	(With guidance and support) Respond  Add	Questions and suggestions  Details	(To strengthen) Writing	Understand/Comprehend	Have students work in small groups. Each student will share a writing piece that he/she has previously created. Other members of the group will ask questions and make suggestions about the writing. With guidance and support from the instructor, each "author" will respond to his/her peers and add those suggested details as appropriate that will strengthen his/her product.
WK.6 With guidance and support from instructor, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	(With guidance and support) Explore	(Variety of) Digital tools	Produce and publish writing (in collaboration with peers)	Understand/Comprehend	With students, explore the digital tools (Microsoft Word, Works and/or Publisher; Googledocs; Quark; InDesign, etc.) available to them in the classroom/program for producing and publishing writings.  Give students, individually or in small groups depending on the number of computers available,

					opportunities to try keyboarding, working with font type and size, copying and pasting, using the shift key and the enter and space keys.
WK.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Participate (e.g., explore a number of books by a favorite author and express opinions about them)	(In shared) Research and writing projects	Research and Writing Projects	Evaluate	Ask students to work in small groups to explore a number of different TV shows (books, movies, sports) using more than one resource, e.g., digital search engines (Google, yahoo), reference books (encyclopedias,) or magazines (sports, TV and movie celebrity). Have each group report their findings and then as a class discuss what opinions students have formed about the topic.
WK.8 With guidance and support from instructor, recall information from experiences or gather information from provided sources to answer a question.	(With guidance and support)  Recall (from experiences)  Gather (from	Information	Answer a question	Understand/Comprehend	Provide students with copies of advertisements from at least three stores (Target, Wal-Mart, K-Mart, Sears, J.C. Penny, etc.) Have students search for an item that appears in each of the ads. Ask students where they found the lowest price.

	provided sources)				Ask if anyone knows the last price they paid for the item.
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## Unpacking Chart for Writing Standards (1st Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write  Introduce  Name  State  Supply  Provide	Opinion piece  Topic  Book  Opinion  Reason for opinion  Closure	Opinion piece	Evaluate	Have students do a “quick write” about one of 4-5 topics you have listed on the board. Tell them these are topics of interest in the local area and you want to know how they feel about them. Students must introduce the topic they have chosen, tell how they feel about that topic, why they feel the way they do and provide a wrap up sentence. They will have 2-3 minutes to brainstorm and 5 minutes to write.  Students may have the option of doing the same thing with a book they have read.

W1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write  Name  Supply  Provide	Informative/explanatory texts  Topic  Facts  Closure	Informative/explanatory texts	Apply	Have students work in pairs or small groups. Ask each pair/group to pick a math operation (addition, subtraction, multiplication or division) and create a problem using that operation. Then ask the pairs/groups to name the operation they have chosen and explain in writing how they would work that problem, supplying the final answer. Have pairs/groups exchange their written explanations, but not the final answer. Pairs/groups should follow the written instructions, checking for clarity and accuracy of directions.
W1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some	Write  Recount    Include	Narratives  Two or more sequenced events  Detail about what happened  Temporal words	Writing Narratives	Apply	Have students describe briefly in writing their usual morning routine. Ask them to include details and use temporal words, such as <i>first</i> , <i>then</i> , <i>after that</i> , and <i>finally</i> . (Option: Then ask students to describe

sense of closure.	Use Provide	Sense of closure			in the same manner a day when they do not follow their usual morning routine – a non-work day or a holiday.)
W1.4 (Begins in Grade 3)					
W1.5 With guidance and support from instructor, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	(With guidance and support)  Focus  Respond  Add	Topic  Questions and suggestions  Details	Strengthen writing	Analyze	Ask students to read short informative/explanatory texts they previously have written. Encourage peers to ask questions and make suggestions about the written piece. Have each individual student add details to the written texts, based on peers' comments, to strengthen his/her writing.



W1.6 With guidance and support from instructor, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	(With guidance and support) Use	(Variety of) Digital tools	Produce and publish writing (in collaboration with peers)	Create	Ask students to work in pairs and use the digital word processing and publishing tools available to them to write an informal note for an unexpected gift. Remind them to use capitalization, punctuation, grammar and spelling appropriately. With guidance and support, students will produce and publish their notes.
W1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Participate	Shared research and writing projects	Research and writing projects	Analyze	Ask students if they could teach someone how to do something, what would it be. Write suggested topics on the board/chart paper. Students do not have to know how to do the task themselves. Divide the class into two groups and ask each to pick one of the suggested topics. Using an Internet search engine, have students read on several sites the steps necessary to do the chosen task. Have groups write the steps in

					sequence. Have each group share their results.
W1.8 With guidance and support from instructor, recall information from experiences or gather information from provided sources to answer a question.	(With guidance and support)  Recall  or  Gather	Information (from experience)  or  Information (from provided sources)	Answer question	Analyze	<p>From a newspaper or magazine, choose a photo to show students. Ask students to describe what is going on or has happened in the photo. When everyone has had an opportunity to contribute their ideas, ask students to write a couple of sentences about what might have happened <i>before</i> the photo was taken. Instructor provides guidance and support.</p> <p>An additional option is to ask students to write a sentence or two about what happened <i>after</i> the photo was taken.</p>

## Unpacking Chart for Writing Standards (2nd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	Write  Introduce  State  Supply  Use  Provide	Opinion pieces  Topic/Book  Opinion  (Supporting) Reasons  Linking words  Concluding statement/section	(Write) Opinion pieces	Evaluate	Students have an option of writing about a topic of interest (television show, sport, game, movie, etc.) or a book they have read/are reading.  Ask students to write a paragraph in which they state an opinion about their topic/book and provide supporting information for that opinion. Tell them they must use linking words (e.g., <i>because, and, also</i> ) to show the connection between their opinion and supporting details. Ask students to end their paragraph with a concluding statement.

W2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write  Introduce  Use  Provide	Informative/explanatory texts  Topic  Facts/Definitions  Concluding statement/reason	Informative/Explanatory Texts	Analyze	Tell students that each of them has purchased a new refrigerator with an ice maker, but the delivered refrigerator is not the one ordered – it is smaller and has no ice maker. Because this is the appliance listed on the manifest, the delivery team refuses to take it back without a written note from the purchaser. As a class, ask students to compose a short note explaining why, with facts and details, they are rejecting delivery of the refrigerator.
W2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write  Recount  Include  Use  Provide	Narratives  Event or short sequence of events  Details  Temporal words  Sense of closure	Write Narratives	Analyze	Talk with students about what is involved in planning a party/gathering (birthday, 4 <sup>th</sup> of July, Thanksgiving, etc.). Select one aspect of that preparation, e.g., food, games, guest list. Ask students to write a short narrative that includes the sequence of steps and details that describe their actions, thoughts,

					and feelings. Students must use temporal words, such as first, then, after that, etc. , and complete narrative with a well-constructed ending that provides a sense of closure to the process.
W2.4 (Begins in Grade 3)					
W2.5 With guidance and support from instructor and peers, focus on a topic and strengthen writing as needed by revising and editing.	(With guidance and support)  Focus  Strengthen (as needed)	Topic  Writing	Revising and editing writing	Evaluate	Share with students (via document camera, LCD projector or overhead projector or by writing it on the board) a letter you have drafted protesting an increase in electricity rates. Ask students for suggestions in revising and editing the letter to make it as strong as possible. Write in edits and revisions as students suggest. Read edited letter to students to ensure they feel the letter is now as strong as it can be.

W2.6 With guidance and support from instructor, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	(With guidance and support) Use	(Variety of) Digital tools	Produce and publish writing	Analyze	Ask students to work in groups of 3 or 4 and using the digital word processing and publishing tools available to them, write an informal note to a neighborhood teenager concerning the care of a pet while the students/owners are out of town. With guidance and support from the instructor, students will produce and publish their writing.
W2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Participate	(Shared) Research and writing projects	Research and writing projects	Analyze	Divide class into small groups. Give each group three advertisements from three different stores for a common household product. (Ads, products and stores may differ for each group). Ask each group to determine which store had the best price for the product. Then have each group write a short report about its research and findings.

W2.8 Recall information from experiences or gather information from provided sources to answer a question.	Recall Or Gather	Information	Answer question	Apply	Read students two short passages about a health topic (cholesterol levels, effects of high blood pressure, disease with highest level of fatalities, effects of second-hand smoke, etc.). Formulate a question that requires students to combine information from both passages to answer. Ask them to write their answers and then share them with a partner.
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## Unpacking Chart for Writing Standards (3rd Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.					
W3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Introduce  State  Create	Topic or text  Opinion  (Organizational) Structure	Opinion pieces	Analyze	Give students a copy of a letter to the editor that focuses on a topic of interest. Read the letter aloud. Ask students to identify the topic of the letter and the author's opinion about the topic. Ask them to list the reasons the author gives for his/her opinion.
W3.1b Provide reasons that support the opinion.	Provide	Reasons	Writing	Analyze	Show students several classified ads for a used car. Ask them to identify the reasons the authors of the ads believe their car is a good buy.



W3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.	Use	(Linking) Words and phrases	Opinion piece	Apply	As a class, read aloud an editorial or a letter to the editor from a local newspaper. Have the class identify the author's opinion. Then ask them to identify the reasons the author cites for his opinion. Finally ask them to circle the linking words that the writer used to connect his opinion to the reasons. Ask students if there are additional instances where linking words could be used.
W3.1d Provide a concluding statement or section.	Provide	Concluding statement or section	Opinion piece	Create/Synthesize	Choose a newspaper article that expresses an opinion, e.g., editorial, letter to the editor, sports columnist. Remove the concluding statement and as a class, work with students to provide one. Ask students for suggestions and write these on the board. Read the original concluding statement and ask the class to compare it with the one they chose. Which do they think is a better conclusion?

W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	<p>Introduce</p> <p>Group</p> <p>Include</p>	<p>Topic</p> <p>Related information</p> <p>Illustrations (when useful in aiding comprehension)</p>	Informative/Explanatory texts	Analyze	Using a short informative text (e.g., what is cholesterol, what the Supreme Court does, how an electrical circuit works) with an illustration if possible, cut the article apart. Ask students to work in pairs and tell them that their task is to put the article together, grouping related information so that the article makes sense. Ask each pair to report their final order. (If an illustration is included, ask students if it helped them group information together.)
W3.2b Develop the topic with facts, definitions, and details.	Develop	Topic	Informative/Explanatory texts	Create/Synthesize	Ask students to write four-five sentences of informative text giving directions from their classroom to their home. (This can be fictitious if students prefer.) Tell them they must include facts ( <i>I live four miles from here.</i> ), definitions ( <i>My house is a bungalow, a one story house.</i> ) and details ( <i>Go straight for one mile and then turn left at the third stop light.</i> ). Have students share their writing.

W3.2c Use linking words and phrases (e.g., <i>also</i> , <i>another</i> , <i>and</i> , <i>more</i> , <i>but</i> ) to connect ideas within categories of information.	Use	(Linking) Words and phrases	Informative/Explanatory texts	Apply	Provide students with a list of linking words and phrases and a list of sentences divided into columns – five sentences in column A and five sentences in column B. Ask students to find a sentence in column B that could logically be joined with a linking word or phrase to a sentence in column A. Ask students to share what they have done and have the class decide if the sentence combination and linking words are used correctly – do they make sense?
W3.2d Provide a concluding statement or section.	Provide	Concluding statement or section	Informative/Explanatory text	Apply	Give students a short informative or explanatory passage from which you have removed the concluding statement. Ask each student to provide a concluding statement for the passage. Have students share their statement with the class. Read the original conclusion to the class and ask students to compare it to their choice.
W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					

W3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Establish  Introduce  Organize	Situation  Narrator and/or characters  Event sequence	Narratives	Analyze	Give students copies of the description of a current movie. Ask them to identify the characters in the movie, tell what the main idea of the movie is and write a list of events that happen in the movie.
W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Use	Dialogue and descriptions (of actions, thoughts and feelings)	Narratives (to develop experiences and events or show the response of characters to situations.	Apply	As a class have students read the parts of characters in a short excerpt from a short story, novel or play. Discuss how the dialogue provides insight into one of the character's actions, thoughts and feelings. Based on that information, ask the class how they think the character would react to a situation which you have created for him/her.

W3.3c Use temporal words and phrases to signal event order.	Use	Temporal words and phrases	Narratives	Apply	Using the process for filling out a job application, insert temporal words or phrases in the instructions to identify the sequence and then scramble the list. Ask students to put the list in the correct order by focusing on the temporal words.
W3.3d Provide a sense of closure.	Provide	Sense of closure	Narratives	Analyze	Ask students to read a short account of an historical event (e.g., the sinking of the Lusitania, the landing of men on the moon, the assassination of John Kennedy, the killing of Osama Bin Laden) from which the ending paragraph has been omitted. Ask students to work in small groups to create a two – three sentence ending that provides a sense of closure to the narrative.
W3.4 With guidance and support from instructor, produce writing in which the development and organization are	(With guidance and support) Produce	Writing	Writing (appropriate to task and purpose)	Create/Synthesize	Ask students to produce a short note to either their child’s teacher or to their employer stating why their child or they were absent. They must state the topic

appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)					they are writing about (absence), and include details (reasons for absence) and a concluding statement (when return to work/school is expected).
W3.5 With guidance and support from peers and instructor, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	(With guidance and support from peers and instructor) Develop and strengthen	Writing	Writing	Analyze	Tell students you have planned and written a rough draft of a paragraph to your neighbor who is going to care for your pet while you are out of town for the weekend. Ask them to work in pairs to edit and revise the paragraph until the directions are clear and are presented sequentially. Ask students to share their work with the class.

W3.6 With guidance and support from instructor, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	(With guidance and support from instructor) Use	Technology	(Produce and publish) Writing	Create/Synthesize	On the computers available to your class, input a short story with missing words and phrases. The missing words and phrases can represent grammar/usage/punctuation lessons you have taught the class. Ask students to work individually, in pairs or in small groups depending on the size of the class and the number of computers available to fill in the blanks. Print out the stories and have students share their answers.
W3.7 Conduct short research projects that build knowledge about a topic.	Conduct	Research projects	Research project	Analyze	Ask for volunteers from the class to read aloud three short newspaper articles (e.g., a letter to the editor, an article from the metro/neighborhood section and an op-ed piece) about the same topic of local interest. Then ask the students to tell what they learned about the topic as you chart their responses.
W3.8 Recall information from experiences or gather information from print and digital sources;	Recall  Gather  Take	Information  Information  Notes	Experiences and/or print and digital sources	Evaluate	Give students a list of things you are considering before you rent an apartment – amount of rent, location, washer/dryer included, patio

take brief notes on sources and sort evidence into provided categories.	Sort	Evidence			or balcony, two bedrooms, utilities included, dishwasher, microwave. Give each student a copy of a page from an Apartment Guide or the Classified section of the newspaper. Ask each group to provide a list of 3 – 5 apartments with information divided into the categories you suggested.
W3.9 (Begins in Grade 4)					
W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write  (Over extended time frames / over shorter time frames)	Range of discipline-specific tasks, purposes and audiences		Synthesize	Ask students to do a quick write on why they are attending adult education classes. Have students exchange papers with a partner and ask the partner to edit (by considering the task, purpose and audience) and return writing to the writer.



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## Unpacking Chart for Writing Standards (4th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
W4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Introduce  State  Create	Topic or text  Opinion  Organizational structure	Opinion piece	Analyze	Choose a multi-paragraph text (i.e., editorial, letter to the editor, sports column or other opinion piece). Ask students to read the text and determine what the topic is and the author's opinion about that topic. Ask students to identify the topic of each of the individual paragraphs to see how the author has grouped related ideas to support his/her purpose.
W4.1b Provide reasons that are supported by facts and details.	Provide	Reasons	Opinion	Apply	Read aloud a newspaper article about a local controversial topic (i.e., increase in utility rates, town policy on unkempt property, or increase in property taxes). Divide the class in half. One half will defend the proposal and the other half will reject the proposal. Both sides must provide reasons for their opinion and support their position with facts and details. Give students 7 minutes to prepare

					and 2 minutes to present their argument orally to the class. (Could select 3 or 5 people to act as judges to determine which side most adequately supported their opinion by facts and details.)
W4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	Link	Opinion and reasons	Opinion pieces	Apply	Use a letter to the editor, a letter from a utility company, or a letter from a health insurance company that expresses an opinion about a topic. Ask students to read the letter and identify any linking words or phrases. Ask them also to identify places where linking words or phrases could have been used, but weren't.
W4.1d Provide a concluding statement or section related to the opinion presented.	Provide	Concluding statement or section	Opinion piece	Create/Synthesize	<p>Give students an opinion piece (e.g., editorial, letter to the editor, health or sports column) from which the concluding paragraph has been deleted. Have students work in pairs and ask each pair to write a concluding statement or section to the piece. Have the pairs share their writing with the class.</p> <p>Share the original concluding statement or section with the class and ask students to compare their writing to the original writing.</p>

W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Introduce  Group  Include	Topic  (Related) Information  Formatting, illustrations, multimedia (when useful in aiding comprehension)	Informative/explanatory texts	Analyze	<p>Cut a multi-paragraph passage that gives directions on how to do something, (i.e., put a bicycle together, install a new faucet on your kitchen sink, change a flat tire,) into separate paragraphs. Cut headings (if there are any) out separately. Students can work in pairs or small groups. Ask students to arrange the paragraphs so that they convey ideas and information clearly. Place headings in appropriate locations. Ask students to share their work with the class – discuss.</p> <p>Show students a copy of the original document to determine if their arrangement is in the same order.</p>
W4.2b Develop the topic with facts, definitions, concrete details, quotations, or	Develop	Topic (with facts, definitions, concrete detail, quotations)	Informative/explanatory texts	Create/Synthesize	Give students an informative article (e.g., information about a historical event, automobile insurance, discount, payment information for a specific store/purchase, healthy food options). Tell the students they are the experts in the area being discussed in the article. Ask them to read the article and

other information and examples related to the topic.					<p>insert quotations from themselves as experts (they can give themselves titles if they like – John Doe, Professor of History at Harvard) in appropriate places in the article.</p> <p>Have students share their work with the class.</p>
W4.2c Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).	Link	Ideas	Informative/Explanatory text	Apply	<p>Give students a copy of a multi-paragraph informative/explanatory text (e.g., filing an insurance claim, what a blood pressure reading means, recognizing poison ivy) and ask them to underline all the linking words and phrases they see in the text. Ask students to explain how linking ideas with words and phrases conveys ideas and information clearly. Finally, ask students to think of other linking words and phrases that could be used in place of the original ones. Do the new words change the meaning or are they good substitutes?</p>

W4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use	Precise language and domain specific vocabulary	Informative/explanatory text	Apply	Choose an article from the paper, a magazine, or a text book that uses domain specific vocabulary (e.g., what is the water cycle, the process of photosynthesis, how to write a will, how the heart works). Ask students to circle those words that are specific to the topic. Then ask them to complete a Frayer Model graphic organizer to help them analyze the word's attributes and to refine their understanding of the word. (Use of the Frayer Model could be taught before this activity.) Discuss how the use of these vocabulary words helps convey topic ideas clearly.
W4.2e Provide a concluding statement or section related to the information or explanation presented.	Provide	Concluding statement or section	Informative/explanatory texts	Analyze	Give students a copy of the concluding statement from an informative text (e.g., the rules for students in the adult education program; a newspaper article on a local issue such as redistricting, building a new mall, increase in crime; the effects of global warming). Ask students to read the concluding statement and to write what they think the topic of the piece was. Ask them also to write what they think may have been some of the details that were included in the text. Share the original text with the students.

W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
W4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Orient (by establishing a situation and introducing a narrator and/or character)  Organize	Reader   Event sequence	Narratives	Create/Synthesize	As a class, read a segment of a narrative that includes a narrator (e.g., Poe's "The Telltale Heart"), listen to a YouTube video (e.g., NPR's "This I Believe" series – found by Googling), watch a trailer for a soon to be released or popular movie, or read a fairy tale, such as "Little Red Riding Hood," that has more than one character. Ask students to determine as a class the situation presented in the narrative. Then ask students to work in pairs to create an introduction of the narrator and/or characters and to outline briefly the plot of the narrative.
W4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Use	Dialogue and description (to develop experiences and events or show the responses of characters to situations)	Narratives	Create/synthesize	Ask students to work in pairs to write a short dialogue that they might have with a police officer who has stopped them for speeding. Ask students to include descriptive details in the dialogue, as well as descriptive words that show their reaction, as well as the officer's reaction to the situation.

W4.3c Use a variety of transitional words and phrases to manage the sequence of events.	Use	(Variety of) Transitional words and phrases	Narratives	Apply	Choose a narrative that describes a multi-step process (filling out a job application or an order form, assembling a piece of precut furniture, directions to a state park. Remove any transitional words and phrases or numbers that indicate sequence. Ask students to work in small groups and insert transitional words or phrases to indicate the sequence of events. Compare their efforts with the original.
W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use	Concrete words and phrases  Sensory details	Narrative	Create/Synthesize	Share a restaurant review that you have copied from a newspaper or magazine or from the Web with your students. Ask them to pretend they have just eaten their favorite meal at the restaurant and are going to add three or four sentences about the meal to the review. Tell them in order to draw readers into going to the restaurant (or not going), they must include concrete words (e.g., juicy and pink, steaming hot) and sensory details (e.g., the smell of garlic wafting up, the smooth silky texture of the pudding).

W4.3e Provide a conclusion that follows from the narrated experiences or events.	Provide	Conclusion	Narratives	Create/synthesize	Read a short narrative (e.g., a story such as “Eat Healthy, Live Healthy” from the Marshall adult education Web site ( <a href="http://www.marshalladulthoodeducation.org/index.php/reading-skills-for-todays-adult">http://www.marshalladulthoodeducation.org/index.php/reading-skills-for-todays-adult</a> ) or other short narrative of your choice) to the class. Do not read the last paragraph of the narrative. Ask students to work in pairs to create a logical conclusion to the narrated experiences or events.
W4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce	(Clear and coherent) Writing	Writing	Create/Synthesize	Show students an example of an e-mail to a friend and of a formal thank you note. Ask them to explain the differences between the two. Guide them to the idea that writing must be appropriate to the task, purpose and audience. Ask students to help you make a list of occasions when informal writing is appropriate and when formal writing is called for.



(Grade-specific expectations for writing types are defined in standards 1–3 above.)					
W4.5 With guidance and support from peers and instructor, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28	(With guidance and support from peers and instructor) Develop  Strengthen	Writing	Writing	Analyze	Give students a copy of a passage that you have changed to reflect some grammar, usage, capitalization, punctuation, and spelling mistakes. Ask students to find the 15 mistakes in the passage. Discuss their choices as a class.



W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Conduct	(Short) Research project	Research project	Analyze	Bring in information about subscribing to local cable television. Ask students to look over the information and find the different plans available, the cost of each and the services included in each.
W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Recall  Gather  Take  Categorize  Provide	(Relevant) Information (from experiences)  Information (from print and digital sources)  Notes  Information  List (of sources)	Experiences and/or print and digital sources	Apply	Make copies of the used automobile ads in the Classified section of the newspapers. As a class, ask students to name at least five things they consider when buying a used car, e.g., price, year of car, number of miles, size matches purpose for use, age of tires, extras (GPS, heated mirrors). List the categories on the board and ask students to search the ads, pick a car and find the information to place under each topic. Do this for three or four cars, then ask students which they feel is the best buy.

W4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.					
W4.9a Apply <i>NRS Level 3 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	Describe	(In depth) Character, setting or event (Drawing on specific details in the text)	Text	Analyze	Give students a copy of some dialogue between two characters in a play. Ask students to describe one of the characters, using specific details from the text. Ask students to share their comments with the class.
W4.9b Apply <i>NRS Level 3 Reading standards</i> to informational texts (e.g.,	Explain	Reasons and evidence (to support points )	Literary or informational text	Analyze	Ask students to read an item on a topic of local interest from the newspaper. Ask them to identify the author’s stand on the topic and to highlight the reasons given by the author to support his position. Share and discuss students’ responses.

“Explain how an author uses reasons and evidence to support particular points in a text”).					
W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write  (Over extended time frames / over shorter time frames)	Range of discipline-specific tasks, purposes and audiences		Synthesize	Ask students to read three short passages, e.g., a letter to the editor, a notice from the water company about a brief shut down in water supply to fix a pipe, an announcement about a concert at the local civic/convention center. Ask students to identify the purpose and audience for each of the three passages.

## Unpacking Chart for Writing Standards (5th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
W5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
W5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Introduce  State  Create	Topic or text  Opinion  (Organizational) Structure	Opinion piece	Analyze	Give students a multi-paragraph opinion piece (op-ed piece, letter to the editor, health column, sports column, or other opinion piece) that you have cut into parts. Ask students to arrange the paragraphs in a clear logical order to determine the author's organizational structure, and so that ideas are logically grouped to support the author's purpose. Share original opinion piece with the class.
W5.1b Provide logically ordered reasons that are supported by facts and details.	Provide	(Logically ordered) Reasons (supported by facts and details)	Opinion pieces	Apply	Ask students to give you some reasons why they think attendance is important in an adult education class. After listing 3-5 reasons on the

					board/chart paper, ask students to pick one reason and write a short paragraph (3-5 sentences) in which they provide facts and details that support their reason.
W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).	Link	Opinion and reasons	Opinion piece	Apply	Using an opinion piece (editorial, letter to the letter, sports or health column, historical or scientific text) replace all linking words, phrases and clauses with blank spaces. Ask students to fill in an appropriate linking word, phrase or clause to link writer's opinion and the reasons for that opinion.
W5.1d Provide a concluding statement or section related to the opinion presented.	Provide	Concluding statement or section	Opinion piece	Synthesize	Remove the writer's concluding statement from an opinion piece (e.g., book review, historical perspective, health column) and then share the piece with students. Ask students to write their concluding statement on the topic drawing the ideas expressed in the article together and

					<p>relating to the opinion presented in the text. Ask students to share their writing with the class.</p> <p>Share the original concluding statement with the class.</p>
W5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.					
W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	<p>Introduce</p> <p>Provide</p> <p>Group</p>	<p>Topic</p> <p>General observation and focus</p> <p>Related information</p>	Informative/explanatory texts	Analyze	<p>Give students a multi-paragraph informative/explanatory text (e.g. letter from a utility company, information from a health insurance company, information concerning a credit card) from which you have removed the introductory paragraph. Ask students to write an introductory paragraph in which they introduce the topic of the text, provide a general observation about the topic and provide a focus for the topic.</p>



W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Develop	Topic	Informative/Explanatory texts	Create/Synthesize	Ask students to read a short informative text (e.g., how to save on energy costs, how to record a TV program, how to register to vote). As a class, list facts that were used to develop the topic. Discuss the following questions. Are there concrete details? What are they? Did the facts and details help the writer convey his/her ideas clearly? If so, how?
W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).	Link	Ideas	Informative/Explanatory Texts	Create/Synthesize	Combine the text of two passages that present opposing views of a topic of interest (e.g., letters to the editor, editorials, book or movie reviews). Ask class to point out the linking words or phrases in the first view section and then in the paragraphs of the second sections. Ask students to write a new paragraph using words and phrases that link the ideas in the first section to the ideas in the second section.

W5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Use	Precise language and Domain specific Vocabulary	Informative/Explanatory texts	Apply	Give students a list of about five domain-specific vocabulary words that have been removed from an informative/explanatory text (the circulatory system, how the human eye works, what are tectonic plates, what happens during a volcano eruption). As a class, talk about the words and their meanings. Then ask students, based on the discussion and the use of any context clues available, to put the words back into the text. Ask students to share their responses and reasons for their choices.
W5.2e Provide a concluding statement or section related to the information or explanation presented.	Provide	Concluding statement or section	Informative/explanatory texts	Analyze	Give students a copy of an ad for an apartment complex – one that lists all the amenities and the price. Ask students to read the ad and to imagine what an article would look like if all the information in the ad were written out in paragraph form. Then ask students to write a concluding statement or section (paragraph) that pulls all the information

					together to convey ideas and information clearly.
W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.					
W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	<p>Orient (by establishing a situation and introducing a narrator and/or characters)</p> <p>Organize</p>	<p>Reader</p> <p>Event sequence</p>	Narratives	Create/synthesize	Give students a copy of a photograph from a newspaper or magazine showing some tragic event (e.g., car crushed after hitting tree, house fire, and animal thrown from car on interstate) and ask students if they were going to tell a story about the events that lead to the image in the photo, what they would say.
W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Use	Narrative techniques (dialogue, description, pacing)	Narratives	Create/Synthesize	Provide students with a short narrative describing an experience or event from which you have replaced descriptive words and pacing (time and place) words from the text. Ask students to fill in the blanks with appropriate words. Ask students to share their work with the class.

W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Use	(Variety of) Transitional Words	Narratives	Create/Synthesize	Ask students to write a short narrative using a variety of transitional words, phrases and clauses to describe sequentially one of their daily routines (e.g., What do I do each morning when I get up? How do I get my children ready for school/ready for bed? How do I prepare to do my adult education homework?).
W5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Use	Concrete words and phrases  Sensory details	Narrative	Create/Synthesize	Set the stage with your students for writing with this scenario. You are standing at the bus stop when you see a teenager race up and yank an older lady's purse away while she is waiting for the bus. In doing so, he knocks her down, breaks her glasses and leaves her with a bloody nose as he runs off into the crowd. Before long the police arrive and ask for your statement as a witness. In three or four sentences, describe what you saw being as concrete and descriptive in your choice of words as you can

					be. Use any/all sensory details that you can think of.
W5.3e Provide a conclusion that follows from the narrated experiences or events.	Provide	Conclusion	Narratives	Create/Synthesize	Share with your students an imagined scenario that you have created (e.g., you “sorta” scrape another vehicle in a parking lot, you see a person in the grocery store putting items in her pockets, your bathroom ceiling is wet apparently from the apartment above) or any suitable narrative. Provide descriptive details and a clear sequence of events. Ask students to create a logical conclusion to the detailed experiences in the narrative. Have them share their ideas with the class.
W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing)	Produce	(Clear and coherent) Writing	Writing	Create/Synthesize	Give students an example of a very informal letter you have created from a young man (20ish) to a friend. In the letter the young man is describing a visit to your home town. Ask students to read the letter and make

types are defined in standards 1–3 above.)					suggestions of how to change it so that it would be more appropriate for the young man to send his grandmother.
W5.5 With guidance and support from peers and instructor, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)	(With guidance and support from peers and instructor) Develop  Strengthen	Writing	Writing	Analyze	Give students a copy of a letter you have written to your state legislator (senator or representative) asking for an increase in adult education funds. (Make sure you have made some mistakes (no more than 10) in grammar, usage and punctuation. Tell students you think the letter would be stronger if it includes a testimonial from a student stating why adult education classes are important to him/her. so you think a change in approach is necessary. Ask students to not only find the 10 mistakes, but also add a quotation from themselves.

W5.6 With some guidance and support from instructor, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.					
W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.					
W5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources					

W5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W5.9a Apply *NRS Level 3 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

W5.9b Apply *NRS Level 3 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).



W5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.					
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